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# School Life



## ◀ LUNCHTIME IN THAILAND

	Page
Cooperation in Coffeyville . . . . .	33
Point IV Project in Education—Thailand .	38
Life Adjustment for Youth . . . . .	40
"Rights, Respect, and Responsibilities" . .	43

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## CONTENTS FOR December 1951

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Cover photograph shows children at lunch in a nursery schoolroom in Phrae, Thailand. Read the article "Point IV Pilot Project in Education—Thailand," by Earl Hutchinson, on page 38.

	Page
<i>Cooperation in Coffeyville</i> .....	33
<i>24th Annual Convention of FFA</i> .....	35
<i>Report on Aging</i> .....	36
<i>An Experiment in Intercultural Communication</i> .....	37
<i>Point IV Pilot Project in Education—Thailand</i> .....	38
<i>Flash Reviews of New Office of Education Publications</i> .....	39
<i>National Conference on Life Adjustment for Youth</i> .....	40
<i>"Rights, Respect, and Responsibilities"—3 R's of Modern Living</i> .....	43
<i>Education for the Nation's Defense—XI</i> .....	45
<i>New Books and Pamphlets</i> .....	48
<i>Recent Theses in Education</i> .....	48
<i>Educational Aids from Your Government</i> .....	Inside back cover
<i>Recent Publications of the Office of Education</i> .....	Back cover

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### School Life Spotlight

"... (Coffeyville) has good schools because it has good men running the schools . . ."----- p. 33

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"... One has a sense of elation when he finds enthusiastic community support of education, good staff relations among teaching personnel, and an enlightened, unassuming educational leadership . . ."-- p. 34

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"... More than 7,500 Future Farmers of America members and their advisors attended the 24th annual National FFA convention at Kansas City, Mo. . . ."-- p. 35

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"... The individual *grows* as a person by working with others . . ."----- p. 37

★ ★ ★

"... If we are to educate *all*, we must educate *each* — and the *whole* of each . . ."----- p. 40

★ ★ ★

"... Human rights cannot be hoarded; if we are to keep them for ourselves we must extend them to others . . ."-- p. 43

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"... In no instance has it been possible to give any program, including the military, the full amount of controlled materials which they are firmly convinced are necessary . . ."----- p. 47

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THE Office of Education was established in 1867 "for the purpose of collecting such statistics and facts as shall show the condition and progress of education in the several States and Territories, and of diffusing such information respecting the organization and management of schools and school systems and methods of teaching, as shall aid the people of the United States in the establishment and maintenance of efficient school systems, and otherwise promote the cause of education throughout the country."

# Cooperation in Coffeyville

by Ellsworth Tompkins, Specialist for Large High Schools

**R**ALPH STINSON of the Kansas State Department of Education told me about Coffeyville. He said that staff relationships in the Coffeyville Public Schools were excellent; so I decided to go there to see for myself.

The morning of my arrival I walked the mile from the center of town out Eighth Street to the High School. On the way, I stopped at a gas station, struck up a conversation with the owner, and asked what he thought of the public school system. He said he was all for it; the schools were good. Farther up the street a storekeeper talked in similar vein, "Yes, we have a fine school system here." A few minutes later, I stopped a man on the street to ask directions. As we talked, he made clear to this stranger that he believed Coffeyville was justly proud of its schools. As I went on, I gathered the impression that Coffeyville, with its shops, modest residences, and traffic flow, was like many other towns in the Midwest. In respect to its schools, and the enthusiastic community support they enjoyed, it appeared unique.

Walking along, turning over in my mind questions to ask the high school principal, I wondered why the people of Coffeyville were enthusiastic about their schools. Had it been this way for a long time? What had administration and staff done to contrive this condition? Or, was Coffeyville an exceptional town? What about teacher holding power? If there was little turnover, was it because teachers were more highly paid in Coffeyville, or was it because of other factors influencing attitudes of the staff?

Reflection was cut short, however, for I had arrived at the high school. Soon I was presented to Mr. Klotz, the principal, who gave the impression of being both friendly and candid, and who seemed ready

to listen and talk. In answer to my questions, he spoke easily and calmly and told me part of the Coffeyville story.

Coffeyville is a "dinner bucket" town, an industrial-agricultural center of a little over 20,000 population. Sociologically, there are not too many differences in the town's people. There are no very rich or very poor sections. Seventy-four percent of the parents of high school youth own their own homes.

The Coffeyville citizens are sold on their schools, and this reputation extends throughout the State. The superintendent is President of the Kansas Teachers Association and a member of the Chamber of Commerce. He is an effective speaker and often addresses meetings and conferences in the regional area. Faculty men participate in civic and service clubs. In 1949 the President of the Junior Chamber of Commerce, the President of the Senior Chamber of Commerce, and the commander of the American Legion were all high school teachers.

## Excellent Relationships

The excellent relationships between school and community appear to have developed within the last 10 years largely due to the leadership of the superintendent. He has an understanding of people, gets along with them extremely well. In addition, he is widely known throughout Kansas, keeps his hand on the legislative pulse at Topeka, and in general knows the practical answers to the practical questions the community asks. The principal suggested that later in the day I talk with the superintendent, the editor of the newspaper, and the president of the board of education, which I did. From them I heard other parts of the Coffeyville story.

Mr. Kirkpatrick, the editor of the *Journal*,

said that his paper recognizes the merits of the schools and supports them editorially. He said that Coffeyville has good schools because it has good men running the schools. They know how to enlist the confidence and support of the public. An illustration of the newspaper's policy of supporting the schools is seen in a *Journal* editorial on September 6, 1949:

## Time to Unroll, Said the Little Guy

The little guy said he was going to "unroll" in the first grade today, which reminded us that this is S-day for all the kids from 6 to 16 and up.

One of the outstanding assets of Coffeyville is its public school system. A consistently well-planned and organized program, progressive attitudes on the part of teachers and administrators, and unusually good physical equipment for the most part are the outward characteristics of our school system.

There is one other factor which is the key to Coffeyville's top-notch system: the spirit of the school staffs, which is either a reflection of or the origin of the spirit of Coffeyville's citizenry—it doesn't much matter which—a spirit that says, "here we want and we shall have the finest possible schools to provide the best possible training for our children so they may learn to live useful and ethical lives."

Coffeyville's school system, from kindergarten through junior college, is recognized as an excellent one, and rightly so.

Mr. Higginson, President of the Board of Education and a banker, admitted that decisions of policy for the Coffeyville schools have to be made, just as in any other town. But the questions of school-community relations are so satisfactorily resolved that controversy is seldom encountered by the board. The budget as prepared by the superintendent has not been questioned for several years. Though a budget hearing is required by Kansas law, no citizen has



shown up to object. Mr. Higginson stated that the work of the board went smoothly mainly because of the leadership qualities of the superintendent of schools.

Then I met the superintendent, Mr. Ostenberg, who said the cooperation of Mr. Klotz and the entire teaching staff was responsible for the smooth running of the schools. By this time, this observer felt the "at ease" climate of staff relationships and suspected that everyone—board members, superintendent, principal, teachers, and citizens—was a member of a working team. Mr. Ostenberg buttressed this assumption when he said his major aim was to accomplish educational objectives through the cooperation and responsibility of the school staff and give them full credit for whatever success the schools enjoyed. Mr. Klotz had told me and Mr. Ostenberg emphasized: *Within the past 5 years Coffeyville has had practically no teacher turn-over, barring illness, retirement, or death.*

### Enthusiastic Support

In the late afternoon I retraced my steps from the high school to the center of town and kept glancing at the sheaf of notes in my hand. One has a sense of elation when he finds enthusiastic community support of education, good staff relations among teaching personnel, and an enlightened unassuming educational leadership. I felt my spirits lifted up. Back in the hotel room I put together my various notes in order to describe some of the particular procedures that seemed to produce the Coffeyville results. It soon appeared that specific procedures seemed less important than the spirit of the people connected with the schools. But, of course, both are important, so let us look at procedures.

#### I. What the Board of Education does to implement staff relationships

1. The monthly meeting of the Board of Education is held in rotation in the various school buildings—trade school, elementary schools, and high school. In this way the board gains information regarding each school and has an opportunity to ask questions of the building principal who attends the meeting when his school is visited.

2. By law Kansas teachers and administrators must be reelected annually. In Coffeyville this is a matter of form and never commented on in the newspaper, despite the fact that no tenure law exists

in Kansas. All that is mentioned in the newspaper is that all employees of the board were reelected. The form of the teacher contract consists of only one sentence.

3. Any teacher or board employee will be released from his contract at any time if he or she wishes. This can take effect immediately or as soon as desired. The board desires to hold no one to his contract against his will.

4. The board frequently sends teachers as well as administrators to educational conventions and conferences and pays full expenses.

5. Although the board has provision for sick leave, teachers who have been in Coffeyville for five or more years receive full pay regardless of the length of their illness, up to 1 year. The total cost of substitutes' pay amounts to no more than in similar communities where deductions from salary because of sick leave are rigidly enforced.

6. All school buildings are flood-lighted from dark to 10 p. m. This serves to remind the public of their schools and has the effect of reducing any potential vandalism.

#### II. What the Superintendent and Principal do to implement staff relationships

1. The superintendent and principal make it a point to know a great deal personally about each staff member and take a personal as well as professional interest in each one.

2. There is no rating sheet for teacher evaluation; as a matter of fact, there is nothing on record at all about teacher evaluation.

3. Teacher applicants are recommended by the immediate supervisor (building principal, supervisor of special subjects, etc.). One of the first questions to be decided is, Does the applicant like the community, would he like to live there? If the applicant is unsure he will like the community, he is not urged to come. The superintendent does not decide by himself who shall be hired—he leaves that to the one who will have to work with them so that that person will feel a responsibility to and for the new teachers. The superintendent, of course, talks salary with a new applicant. But the applicants never see board members about positions. The superintendent and principal often go to observe the work of teachers elsewhere. If a teacher applicant has to travel to Coffeyville for an interview, his expenses may

be paid by the local board. The superintendent and principals emphasize honest dealings with all teachers.

4. The orientation of the new teacher is the responsibility of the person who originally made the recommendation for hiring. A photograph and biography of the new teacher is featured in the local newspaper. In his first semester he is often given a moderate or light teaching assignment in addition to a committee assignment for discussing school problems. No new teacher is given an overload. Whereas regular teachers have five or six teaching assignments per day, the new teacher is frequently given four or five classes.

5. Teachers' suggestions for improving conditions are sought.

#### III. What the High School does to implement staff relationships

1. Teacher failure is at least one-half the administrator's failure, Mr. Klotz believes. As a consequence, many of the high school staff take the same view regarding pupils—pupil failure is at least one-half the teacher's failure.

2. Practically all high school teachers have one free period daily. Members of a study committee are usually free at the same period; they meet formally once every 2 weeks but informally on other days. The professional growth of teachers and the expansion of their horizons regarding school responsibility are accomplished through committee work. In this way, they better understand the scope of school problems and programs.

3. The organization of high school staff is decentralized. There are chairmen of subject areas, no heads of departments. No directives regarding teaching procedures are issued by principal or chairman. The teacher is considered a professional staff member, free and able to work out his own contribution; he encounters no dictation by the administrator, personally or professionally. Teachers feel free to experiment as to method without fear of administrative contradiction.

4. The teachers suggest how school management and practices can be improved. They talk freely about this to Mr. Klotz; their written suggestions are listed in The Information Book, the high school administrative manual.

5. Mr. Klotz and the faculty have discussed their supervisory relationships: the principal is a coordinator of personnel,

(Continued on page 47)



Pictured at the speakers table during the dinner given by Firestone Tire & Rubber Co. for delegates, State FFA advisers, and Foundation donors, these men have contributed much to the development of the Future Farmers of America organization. Left to right, they are: John Collins, Editor of the Weekly Kansas City Star, Kansas City, Mo.; Frank Jenks, Vice President of International Harvester Company, Chicago, Ill., first Chairman of the Sponsoring Committee for the FFA Foundation; Raymond C. Firestone, Vice President of the Firestone Tire & Rubber Co., Akron, Ohio, current Chairman of the Foundation Sponsoring Committee, and Dr. W. T. Spanton, Chief of the Agricultural Education Service, Office of Education, Federal Security Agency, who has been national FFA adviser since 1941.

Dr. R. W. Gregory, Assistant Commissioner for Vocational Education, spoke to the Future Farmer members in attendance at the national FFA convention.



## 24th Annual Convention of FFA

### Office of Education—Sponsored Farm Boy Organization Plans for 1952

**M**ORE THAN 7,500 Future Farmers of America members and their advisers attended the 24th annual national FFA convention at Kansas City, Mo., October 8 to 11. Actual registration totaled more than 6,000. The Office of Education was represented by Raymond W. Gregory, Assistant Commissioner for Vocational Education, and W. T. Spanton, Chief, Agricultural Education Division, Vocational Education.

The Future Farmers, attending from every State in the Nation, Hawaii, and Puerto Rico, elected Donald Staheli, 19-year-old Hurricane, Utah, FFA member, to be their national president for 1951-52.

The 4-day convention opened Monday evening, October 8, with the national FFA public speaking contest which was won by Jon Greeneisen, 18-year-old Marysville, Ohio, Future Farmer, who spoke on the subject of farm safety, using the example of a serious arm injury caused to himself through carelessness. His talk was titled, "I caused an accident."

Tuesday morning's session included an address of welcome by William E. Kemp, Mayor of Kansas City, featuring development of agriculture and the FFA in the United States, closing with the presentation of the Federal Charter to the FFA; and a major address by United States Senator

Robert S. Kerr of Oklahoma who sponsored the Charter legislation in the Senate last year. Senator Kerr challenged FFA members to prepare themselves for leadership and achievement—for the good of FFA and mankind.

The Tuesday afternoon session included the advancement of 299 members, a record class, to the American Farmer Degree; presentation of awards in the National Chapter Contest; presentation of Honorary American Farmer degrees; and an address by Forrest Davis, of Quincy, Fla., 1950 Star Farmer of America, who told of his trip to Denmark.

Tuesday night the convention audience



National FFA contests in judging poultry, livestock and meats were conducted during the convention.



Dr. W. T. Spanton, national FFA advisor, waits at left to shake hands with each new American Farmer.



listened to the broadcast of the Cavalcade of America radio show, featuring the story of two Pennsylvania brothers who won Star Farmer honors in 1945 and 1946; then watched the presentation of 1951 Star Farmer awards. DeWayne Hodgson, 21-year-old Freedom, Okla., wheat and cattle raiser, was named Star Farmer of America and received a check of \$1,000 from the FFA Foundation. Regional Star Farmer honors and \$500 checks went to George Williams, 19, Nicholasville, Ky.; Ralph Sanner, 21 Kutztown, Pa.; and Joe Harris, 20, of Eagleville, Calif.

Allan B. Kline, Chicago, Ill., President of the American Farm Bureau Federation, was the featured speaker for Thursday's programs. Other addresses were made by Dr. Knox T. Hutchison, Assistant Secretary, U. S. Department of Agriculture, and Dr. R. W. Gregory, Assistant United States Commissioner for Vocational Education, Office of Education.

National FFA judging contests in poultry, meats, and livestock were held on Wednesday and Thursday, and a breakfast was given for the contestants on Friday morning by the Kansas City Chamber of Commerce.

Four national network radio programs were presented in whole or part from Kansas City. Mutual Broadcasting System and National Broadcasting Co. each took 30-minute programs featuring the national FFA band and chorus; a portion of the

October 13 "American Farmer" broadcast on ABC featured the new Star Farmer of America; and 10 minutes of NBC's National Farm and Home Hour, on the thirteenth, featured interviews with the Star Farmer and his wife, the new national president, and Dr. Henry S. Brunner, director of the national FFA band.

## Report on Aging

"MAN AND HIS YEARS," 308-page publication, indexed, is the report of a public forum sponsored by the Federal Security Agency at the direction of President Truman. A preface by Federal Security Administrator Oscar R. Ewing explains that the Conference was called because the American people are growing up, in the most literal sense. The average age level is rising steadily, and the proportion of older people is increasing with equal constancy.

The reports in this publication cover 11 broad subject-matter fields around which the Conference was organized. The Conference had three phases. The first consisted of the preliminary determination of subject matter to be covered, identification of individuals and groups concerned with aging problems, and selection and preparation of conferees for the Conference. The second phase was that in which the conferees met in Washington to get acquainted with one another, to share their experiences and knowledge in the field of aging, and to develop principles and lines of action for the guidance of the many individuals, groups, agencies and organizations concerned.

The third phase is represented by the present period in which the Conference findings are being disseminated, through all available media, for the stimulation and direction they afford those throughout the United States who are initiating action programs. In the final chapter of this volume, Clark Tibbitts, the Conference Director, gives a thumbnail report of the work being accomplished by numerous public and private agencies through the printed word, radio and television, State and local conferences, small meetings, discussion groups, courses and lectures, and development of facilities and services.

"Man and His Years" was copyrighted in 1951 by Health Publications Institutions, Inc., Raleigh, N. C., and is available from them in paper cover at \$1.75 or in cloth cover at \$3.25.



Newly elected Star Farmer of America, DeWayne Hodgson, 21-year-old Freedom, Oklahoma wheat and cattle raiser.

## New Staff Members

Following is a list of new staff members who have entered on duty with the Office of Education, Federal Security Agency, since July 1, 1951:

NEIL W. ACKLAND, Field Representative, School Assistance; Boston, Mass.

JOHN TREVOR THOMAS, Civilian Educational Requirements Officer.

ROBERT D. ORCUTT, Civilian Educational Requirements Officer.

GRANVILLE K. THOMPSON, Specialist for Business Management, Higher Education.

WILLIAM O. WILSON, Associate Civilian Educational Requirements Officer.

JAMES A. VANZWOLL, Civilian Educational Requirements Officer.

JOHN L. WATSON, Civilian Educational Requirements Officer.

PAUL L. REASON, Assistant Specialist, Educational Records and Reports; State School Systems.

JOHN B. RORK, Civilian Educational Requirements Officer.

KENNETH A. BATEMAN, Assistant Specialist for Exchange of Experts and Specialists of the Occupied Areas.

JOSEPH R. HOLMES, Assistant Field Representative; School Assistance; Kansas City, Mo.

DONALD W. MCKONE, Executive Officer.

CHARLES O. FITZWATER, Specialist for County and Rural School Administration; State and Local School Systems.

B. ALDEN LILLYWHITE, Associate Director for Federally Affected Areas; School Assistance.

DANIEL J. SORRELLS, Educational Advisor-Teacher Training; Bangkok, Thailand.

EUNICE S. MATTHEW, Educational Advisor, Instructional Materials and Curricula; Bangkok, Thailand.

CHARLES MERRILL, Educational Advisor, Health and Hygiene Instruction; Bangkok, Thailand.

RICHARD B. FARNSWORTH, Chief, Regional Educational Advisor; Beirut, Lebanon.

LLOYD S. TIREMAN, Educational Advisor, Adult Education; Bangkok, Thailand.

NATHANIEL FARRIS, Instructor, Agricultural Education; Tehran, Iran.

ROBERT T. CAMP, Instructor, Agricultural Education; Tehran, Iran.

CLAY CUNDIFF, Instructor, Agricultural Education; Tehran, Iran.

LILLIE B. DRAKE, Instructor of English Language; Djakarta, Indonesia.

HENRY KOPMAN, Instructor of English Language; Djakarta, Indonesia.

KARL S. E. POND, Instructor, Educational Uses of Radio; Djakarta, Indonesia.

# An Experiment in Intercultural Communication

by Muriel W. Brown, Consultant in Family Life Education

**W**E WERE STANDING on a street in Bremen, Germany, in the shadow of a strange-looking building—not a building, really, just a five-story block of blackened concrete.

"That was an air-raid shelter during the war," my friend said.

Suddenly a small child thrust himself between us. "Ami Sprache!" he squealed. "Ami Sprache versteh' ich nicht!"

Unfortunately, it is not always because we do not know each other's language that we sometimes misunderstand each other when we do not speak the same tongue. Basic differences in cultural values often create psychological barriers between people that are hard to overcome.

Last spring, a group of German psychiatrists and social workers who had attended the White House Conference in Washington and a later conference on Health and Human Relations in Germany\* convened at Williamsburg, Va., by the Josiah Macy Jr. Foundation of New York, asked for a German meeting "like Williamsburg."

Eager to test further the value of this type of small, informal conference as a means of bringing people together to explore their differences, the Trustees of the Macy Foundation and the World Federation for Mental Health agreed to sponsor such a project. Assistance was offered by HICOG and by the Department of State, through the Office of German Public Affairs and the Exchange of Persons Division. The U. S. Office of Education cooperated by releasing the writer to serve as coordinator. A German committee took charge of arrangements.

On August first, 38 men and women from 6 countries—Canada, England, France, Germany, Holland, and the United States—

\*This was the third in a series of conferences with this focus. The first was called by the Children's Bureau in Washington in September 1949 and the second by the Macy Foundation in Princeton, N. J., in June 1950.

met at an inn in a small German village on the edge of the beautiful Teutoburger forest to work together on certain problems of human relationship proposed by the German participants. The Germans present represented a good cross section of German professional life.

Cochairmen of the conference were Professor Werner Villinger, Director of the Psychiatric Clinic at the University of Marburg, Dr. John R. Rees, Director of the World Federation of Mental Health, and Dr. Frank Fremont-Smith, Medical Director of the Macy Foundation.

Consultants were Professor Erik H. Erikson of the Austin Riggs Foundation and the University of Pittsburgh School of Public Health who wrote the basic paper for the White House Conference Fact-Finding Committee; Professor H. C. Rümke of the University of Utrecht, Chairman of the Executive Board of the World Federation for Mental Health; Professor Einar Tegen of the University of Stockholm.

## Basic Problems

Our first important discovery was that thoughtful Germans today are bothering about the same problems that concern the rest of the world: "How do mass movements start?" "What can be done to help people become more critical and independent in their thinking, so that they will not blindly follow bad leadership?" "What is the meaning of 'authority' in human relations?" "What are the essential goals of education?" "What can be done to ease the tensions between generations in Germany?" "What part should fear play in education?" "How can German teachers, social workers, parents, and others responsible for children acquire the knowledge about human growth, development, and relationships which has been accumulating in other countries while Germany has been isolated?"

The reports of the work done at Hiddes-

are exceptionally interesting. The most exciting outcomes of this project, however, were the changes that took place in people.

"There were tensions in the beginning," said a British woman, a specialist in the field of industrial relations. "We all had protective feelings about our own national institutions which made us behave aggressively, sometimes, or withdraw. But gradually we became able to speak more frankly and openly. We began to feel warmly toward each other, as we realized that we were being valued for ourselves. Finally, an atmosphere of tolerance developed that made it possible for us to discuss very difficult questions and be interested in getting at other people's points of view without feeling that everyone should think the same."

"And for me," said a young German pediatrician, "the best was to see people from other countries as human persons, with all the ideas and problems and feelings they have together."

The net result of all this? A group of people who met as strangers and became friends because they shared a very meaningful learning experience; a method of dealing with intercultural differences that paid off by clearing up some misunderstandings that have disturbed German-American relationships for some time. One example:

"Why do many Germans resist American democracy?"

"Why should they like it?"

"Why not?"

"It is just another kind of mass reaction. The identity of the individual is lost in the group."

"No! The individual grows, as a person, by working with others in a group to create the kind of home, the kind of community, the kind of world he wants to live in."

(Continued on page 47)



# Point IV Pilot Project in Education—Thailand

by Earl Hutchinson, Chief,  
Educational Field Party, Bangkok, Thailand

**N**OT FAR FROM BANGKOK, the Capital of Thailand, in what is called the Chachoengsao Center, an experiment in educational reform is being conducted to study the direction education should take in Thailand. As a kind of laboratory for this pilot project, the Thai Ministry of Education has set aside a group of 233 schools attended by 38,782 pupils. This area was selected because it represents most phases of Siamese life—rice growing, fruit growing, coastal fishing; it contains a cross section of all branches of educational services; and is only about 67 miles from Bangkok, close enough to allow supervision by the Ministry of Education. It is planned not only to develop and improve curricula, methods of teaching, and subject content for a sound system of education but also to train and upgrade teachers.

The Thai Ministry has made funds available for the erection of new buildings and the remodeling of old ones, and has detailed a considerable number of officers and educational personnel to the center. A substantial contribution in the form of specialized personnel and funds for equipment and translation of textbooks is also being made by the United States and by United Nations agencies.

UNESCO was the first outside organization to show interest. Under the leadership of Mr. Thomas Wilson, of New Zealand, a UNESCO team of four persons worked with the Thai Ministry to get the plan started. Recently, the United States Point IV Educational Mission (TCA) has assigned to this project specialists in teacher education, science education, health education, and textbook revision. Textbooks based on the curricular needs, prob-

lems, and interests of the community will be prepared and translated into Thai and will be printed and made available for use in the center. As these books prove their value, the Thai Ministry plans to supply them to other schools in the country.

Other persons on the Point IV Mission who will devote some of their time to this project are specialists in adult education, vocational education, and education of the blind and handicapped.

It should be mentioned here that representatives from the Special Technical Economic Mission (ECA) and the United States Information Service of the Department of State are playing an active part in this project. Also, the UN specialized agencies, such as the World Health Organization and the Food and Agricultural Organization, are planning to provide personnel and, in some instances, have already done so.

In order that all agencies concerned shall work toward a common purpose, a central coordinating board has been established by the Thai Ministry of Education and the American Embassy. It is made up of representatives of the various agencies and heads of the various divisions of the Thai Ministry of Education and the Embassy. The main functions of this board are to secure unity in planning, to coordinate the contributions of the various groups, and to appoint subcommittees to develop program plans for specific areas of interest, such as teacher education, vocational education, etc.

The program is aimed especially at seven strategic areas:

*The Primary School.* This school embraces the 4 years of compulsory education and is the last school attended by a majority of children. Here emphasis is

being placed on a functional curriculum with attendant modification in teaching methods and textual materials.

*Kindergartens.* The introduction of kindergartens in two schools is the first attempt to extend the length of primary education. Children will be permitted to enter at the age of 5 years. Seven is the usual age for entrance in primary schools. Curriculum, teaching methods, and equipment are being developed for kindergartens.

*Progressive Schools.* The name given to these schools may be misleading. They are 3-year, rural, secondary schools. The problem in these units is to build a curriculum to suit the needs of the youth of the area. The core approach will be used and attention will be focused on the individual student and his needs rather than on the conventional subject matter.

*The Omnibus School.* This is the local term for a comprehensive secondary school. Consolidation of four secondary schools under one administration is planned to replace two vocational and two academic schools. This Omnibus school will eventually become a modern secondary school embracing general, vocational, and technical education. It should help break down the stratification that now exists between manual and nonmanual workers.

*Health Education.* Instruction in health and sanitation is to become a vital part of the curriculum of all schools. At present the students of two schools have been selected for special medical attention and the programs are supervised by a qualified physician. Health records are being maintained and a nurse has been employed to ensure remedial and preventive treatment.

*Adult Education.* Two adult education centers are being established in this province. Plans have been developed to extend library facilities and to offer evening courses in vocational education.

*Teacher Education.* There is but one teacher training institution in this area and it is for girls only. This school will be strengthened through improvements in buildings, laboratory, library, teaching methods, and staff. It is hoped that this institution will become the leader in both in-service and preservice education of teachers for the area. This program will receive special attention because the lack of an adequate number of well-qualified teachers is still the weakest link in the Thai educational system.



# Flash Reviews

## —of New Office of Education Publications

**SCHOOL LUNCH AND NUTRITION EDUCATION** was prepared by the Interdivisional Committee on Nutrition Education and School Lunch, of the Office of Education. It is Office of Education Bulletin 1951, No. 14, 12 pages. For sale by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., 10 cents.

This new bulletin answers briefly 21 questions which deal with the relation of the school lunch to nutrition education, health aspects of the school lunch, and certain administrative and financial matters. It is intended to be helpful to schools that are considering, for the first time, the setting up of a school-lunch program, and to others who may be desirous of improving their present procedures. Some questions answered are "What part of the child's food needs should be met by the school-lunch programs?" "How should school-lunch personnel be selected and trained?" and "How are school-lunch programs financed?"

**CULLODEN IMPROVES ITS CURRICULUM**, by Effie G. Bathurst and Lucille McGraw Richmond, is Office of Education Bulletin 1951, No. 2, 24 pages. For sale by the Superintendent of Documents, 25 cents.

In the elementary school at Culloden, W. Va., a group of teachers, their principal, and their supervisor recently turned a formal and unsatisfactory school program into one that more adequately met the home and community needs of the boys and girls. The project was carried on under the leadership of the general supervisor, Lucille McGraw Richmond, who is responsible for the planning, research, and first report. Dr. Bathurst abridged the report and prepared the story for publication.

This bulletin reports the procedures used by the school staff in developing a better school program. It makes available to other teachers and supervisors the ideas found helpful by Culloden's staff and pupils.

**RESIDENCE AND MIGRATION OF COLLEGE STUDENTS, 1949-50**, by Robert C. Story, is Office of Education Miscellany No. 14,



Three employees of the Office of Education, Federal Security Agency, have been commended by Earl James McGrath, U. S. Commissioner of Education—two for superior work performance, and one for a suggestion which the Assistant to the Comptroller General indicates has contributed to improved Government operation. Mrs. Theresa B. Wilkins, Research Assistant in the Division of Higher Education, was commended for superior work performance in producing publications requiring extensive research in the field of higher education. Miss Lucille G. Anderson, Administrative Assistant to the Commissioner of Education, was recognized for superior performance of work "over and above that which Commissioner McGrath could reasonably expect." Mrs. Josephine C. Cortes, Secretary, Division of Higher Education, suggested with others that a standard form used throughout the Government service, "Voucher for per diem and/or reimbursement of expenses incident to official travel," be reduced in size so that normal size carbon paper would adequately cover the printed matter on the form.

Commissioner McGrath announced the commendations at a meeting of all Office of Education personnel. Shown above are, left to right: Dr. McGrath, Mrs. Josephine C. Cortes, Miss Lucille G. Anderson, and Mrs. Theresa B. Wilkins.

1951, 61 pages. For sale by the Superintendent of Documents, 35 cents.

This report continues a series of studies by the Office of Education on the residence and migration of college students. The preceding survey covered the year 1938-39.

In former years, some information regarding the residence and migration of students was obtainable from the decennial Federal census. The 1950 Census, however, counted each college student as a resident of the State in which his college is located. This changed practice makes this report the sole national source of information regarding the residence and migration of college students.

In addition to other special features, the report gives somewhat fuller consideration to the topic of foreign students in attendance in United States institutions of higher education.

**KEYSTONES OF GOOD STAFF RELATIONSHIPS**, by Ellsworth Tompkins, is Office of Education Miscellany No. 13, 1951, 16 pages. For sale by the Superintendent of Documents, 15 cents.

Where good staff relationships prevail, staff members achieve a high morale, a willingness to work productively, and a sense of values basic to democratic action. Good staff relationships go hand in hand with effective and democratic internal school management. But they do not come as a matter of course, except in very small schools. How to achieve some of the beneficial characteristics of a small organization is a major problem for large schools.

This pamphlet suggests ways by which large schools can improve their staff relationships. The 12 keystones are based on reported and observed practice in 47 public high schools designated by State and university leaders in education as having good staff relationships.

"OFFERINGS AND ENROLLMENTS in High School Subjects, 1948-49," chapter 5 of Biennial Survey of Education in the United States—1948-50, considers statistical aspects of study. It was written by Mabel C. Rice, survey statistician, under the general direction of Robert C. Story, head,

(Continued on inside back cover)

*"If we are to educate all, we must educate each—and the whole of*

# National Conference on Life Adjustment

by John R. Lugton



Dr. Buell G. Gallagher keynoted the conference with "highlights of problems facing educators if they are more adequately to serve the needs of neglected youth now enrolled in our schools."

Among the Conference officers in attendance, front row, left to right: Charles W. Sylvester, Baltimore, Md.; Mrs. Edward N. Howell, Swannanoa, N. C.; Sister Mary Janet, Washington, D. C.; and Wendell W. Wright, Bloomington, Ind.

Back row, Members of the Commission on Life Adjustment Education for Youth, left to right: J. Dan Hull, Office of Education; James E. Blue, Rockford, Ill.; Harry C. Schmidt, St. Paul, Minn.; A. John Holden, Montpelier, Vt.; Paul Collier, Hartford, Conn.; W. A. Shannon, Nashville, Tenn.; Wilbur Phillips, Oyster Bay, N. Y.; and Roscoe C. Ingalls, Los Angeles, Calif.



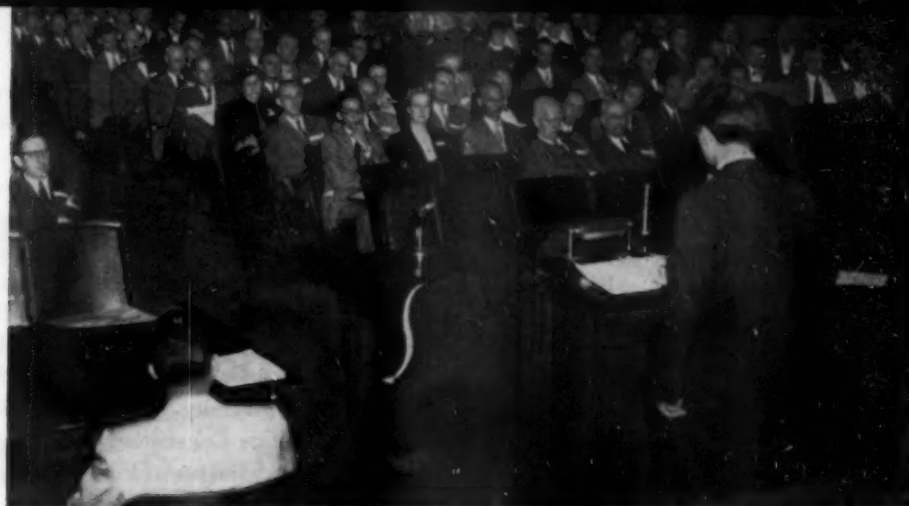
"THIS is my understanding of the meaning of the life adjustment education movement. The Nation's schools will begin to reach *all* the youth only if and when there is a concerted effort in *every State* and in *every school district* and in *every school* in each district to provide the kind of school experience which will impel voluntary attendance after legal compulsion ends. The corollary is that voluntary attendance after legal compulsion ends must be based on voluntary attendance during the earlier years: Failure to *impel* attendance in the earlier years is at least in part responsible for drop-outs when compulsion has ended. The reluctant pupil under compulsion becomes the absentee as soon as he reaches school-leaving age. Combining these two ideas, we may say that American schools will begin to educate all our youth when, without exception, each and every American youth comes up through a school system in which, by the time he has reached the age at which he is no longer compelled by law to go to school, he



holof each . . .

# enfor Youth

Lugton\*



Educational leaders from 38 States and the District of Columbia convened in Washington for the conference. They represented State Departments of Education, State committees and commissions on curriculum improvement and life adjustment education, local school systems, and colleges and universities.

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has already had so affirmative an experience that he will drop out only with the greatest reluctance and under very heavy pressures."

In these words, Dr. Buell G. Gallagher, Assistant Commissioner for Program Planning and Coordination, Office of Education, keyed the 1951 National Conference on Life Adjustment Education held in Washington, D. C., October 8-10. The conference was sponsored by the Commission on Life Adjustment Education for Youth in cooperation with the United States Office of Education. Participants came from 38 States and the District of Columbia representing State Departments of Education, State committees and commissions on curriculum improvement and life adjustment education, local school systems, and colleges and universities. More than 200 persons attended the various sessions during the 3 days.

The conference theme was "Problems to be faced in Life Adjustment Education for Youth." The purposes of the general and work group sessions were to explore, discuss, and define current individual and social problems of living faced by American youth. Conferees were urged to keep before them the facts that (1) many youth of secondary school age are not in school, (2) many youth who are in school are not in programs well adjusted to their interests, efforts, and probable future activity.

The first general session was in charge of Dr. Paul D. Collier, Chairman of the Commission on Life Adjustment Education for Youth, and Chief of the Bureau of Youth Services, Connecticut State Department of Education. Dr. Collier introduced the Commission Members and introduced Dr. Buell G. Gallagher, who addressed the Conference on "Education, Youth, and American Culture." This address was presented in a most effective manner and served as a keynote for the various panel discussions and work group sessions which followed.

Dr. William Van Til, of the George Peabody College for Teachers, Nashville, Tenn., served as discussion leader of a panel consisting of the following persons: Melvin A. Glasser, Associate Chief for State and Community Relations, Children's Bureau, Federal Security Agency; Thomas T. Hamilton, Jr., Director of Secondary Education, Virginia State Board of Education; Sister Mary Janet, Commission on American Citizenship, Catholic University, and a member of the Commission on Life Adjustment

Education for Youth representing the National Catholic Welfare Conference; Elizabeth Johnson, Chief, Division of Child Labor and Youth Employment, Bureau of Labor Standards, U. S. Department of Labor; Wendell W. Wright, Dean, School of Education, Indiana University, and a member of the Commission on Life Adjustment Education for Youth representing the National Association of Colleges for Teacher Education. This panel discussed Dr. Gallagher's address and very ably assisted the conference in highlighting problems facing educators if they are to more adequately serve the needs of neglected youth now enrolled in our schools.

The second general session was chaired by Dr. R. W. Gregory, Assistant Commissioner, Division of Vocational Education, Office of Education. The following persons each made 20-minute presentations analyzing youth problems in four major curriculum areas:

John A. McCarthy, Assistant Commissioner, New Jersey State Department of Education, in discussing "Problems of Manpower and Work," urged the educators in cooperation with representatives of labor, business, and industry to aid youth by instructing them relative to the "problems of industrial democracy." In addition to technical knowledge and skills, Mr. McCarthy felt that if youth were to be aided in adjusting to employment they should have an understanding of the social legislation regulating employers and workers.

Problems and adjustments in the area of citizenship education were presented by Dr. William S. Vincent, Executive Officer of the Citizenship Education Project, Teachers College, Columbia University. Dr. Vincent described the activities of CEP and its efforts in selected secondary schools to broaden citizenship education beyond the textbook, a single course, and classroom to active learning experiences in the school and community.

Education for home and family living was stressed as a responsibility of a total school program rather than any one level of education such as the senior high school. This emphasis was stressed by Dr. Margaret Hutchins, Head of the Department of Home Economics Education, Cornell University. Dr. Hutchins urged professional educators along with social and community

\*Specialist for Industrial Arts, Division of State and Local School Systems and Chairman of the Conference Planning Committee.

workers to form teams in planning and carrying on education for home and family living. She called special attention to contributions which persons representing various subject matter fields could make to education for improved home and family living and insisted that this area of life adjustment education should include the adjustment problems of boys as well as girls.

The most critical problem faced by youth in the area of home and family living is achieving a feeling of adequacy and security in relations with parents and other family members. A coordinated effort of home, school, and community is needed to help the adolescent to become a cooperating contributing member of the present family and to be able to look forward with confidence to marriage. Mental health is as important as physical health. Parents, teachers, and pupils need to plan together ways that the home and school can help the individual achieve the sense of worth for which he's striving, stressing always the individuality of children and an awareness of what children are feeling.

Dr. Samuel P. McCutchen, Chairman of the Social Studies Department, New York University, described the activities of the Joint Council on Economic Education and the problems inherent in education for economic understanding. The conference was informed about the need for a new approach to pre-service and in-service education of teachers in this field. In approaching this problem the Joint Council has sponsored numerous workshops for teachers with the cooperation of business, industrial, labor, lay citizens, and professional educators.

At the third general session on Tuesday morning, October 9, two movies were shown to orient the group to some of the reasons why youth drop out of school and what schools can do to increase their holding power and effectiveness.

Each conference participant was then assigned to a work group of his choice which met for two sessions on Tuesday and one on Wednesday. Six work groups were organized and small work conference meetings were conducted under the chairmanship of the following persons: *Work Group 1.* Education for Citizenship, Chairman B. L. Shepherd, Assistant Superintendent in Charge of Secondary Education, Tulsa Public Schools. *Work Group 2.* Education for Home and Family Living, Chairman Mary Bell Vaughn, Assistant Director,

Home Economics Education, Kentucky State Department of Education. *Work Group 3.* Education for Work, Chairman Homer J. Smith, Professor of Industrial Education, University of Minneapolis. *Work Group 4.* Implications of Life Adjustment Education for Teacher Education, Co-Chairman Franklin R. Zeran, Dean, School of Education, Oregon State College, and H. H. London, Professor of Industrial Education, University of Missouri. *Work Group 5.* State Committees and Commissions on Life Adjustment Education, Chairman Harry B. Spencer, Assistant Coordinator, Readjustment High School Education Program, Albany, New York. *Work Group 6.* State, Regional, and Local Follow-Up Conferences, Chairman Carl Franzen, Professor of Secondary Education, Indiana University.

Each of these work groups defined more sharply specific problems, explored "how to do it" procedures and examples of effective practice; and proposed next steps in life adjustment education to be considered by the Commission. Most conferees felt that the work group sessions were effectively conducted and that a clearer sense of direction was developed during these meetings than was the case in previous national conferences.

Dr. Galen Jones, Director, Instruction, Organization, and Services Branch, Division of State and Local School Systems, Office of Education, served as chairman of the fourth general session on Wednesday afternoon. At this time summary reports of the work group discussions and recommendations were made. These reports were appraised by Dr. H. H. Remmers, Professor of Psychology and Education, Purdue University, and Director of the Purdue Opinion Panel for Young People. Dr. Remmers reported the results of some of the youth opinion polls in the areas of citizenship, home and family living, and work. He strongly advocated a more widespread consideration of the interests and opinions of young people by educators in planning and evaluating programs of school improvement.

Persons responsible for planning and conducting the conference have indicated that a complete report of the proceedings of this conference will be prepared for distribution to participants and others interested in it. An announcement of its availability and how copies may be secured will appear in a forthcoming issue of *School Life*.

## Foreign Teaching Positions

Schools for children of military and other government personnel are now operated by the United States Government in several countries. Inquiries about requirements, vacancies, compensation, and the like in these schools should be addressed to: *Overseas Affairs Branch, Civilian Personnel Division, Department of the Army, Washington 25, D. C.*

Some schools operated for the children of the Armed Forces are at the following locations, all but one of which are in the United States:

Camp LeJeune, North Carolina.

Dahlgren Naval Proving Ground, Dahlgren, Virginia.

Quantico Marine Corps Schools, Quantico, Virginia.

Ramey Air Force Base, Puerto Rico.

Chicoteague Naval Air Station, Vermont.

Ft. Leonard Wood, Missouri.

Parris Island Marine Base, South Carolina.

Ft. Benning, Georgia.

Ft. Bragg, North Carolina.

Ft. Knox, Kentucky.

Ft. Campbell, Kentucky.

U. S. Military Academy, West Point, New York.

Letters of inquiry about all problems relating to positions in these schools should be addressed to the "Commanding Officer" in the area of the particular school in which a position is desired.

## PLEA FOR PLASMA

"Our reserve supplies of blood plasma have been completely exhausted . . . The lack of just one pint of blood could mean the life of an American soldier, sailor, airman, or Marine . . . Between now and next July, 300,000 pints of plasma per month will be needed . . . As Secretary of Defense I appeal to you for support."—*Secretary of Defense General Marshall.*

Schools and colleges wishing to cooperate in this vital cause may arrange for individual or group donations by calling local Red Cross Chapters, or Blood Donor Centers.



# "Rights, Respect, and Responsibilities"

## 3 R's of Modern Living

### Human Rights Day, December 10

by Helen Dwight Reid, Acting Chief for Education About International Affairs  
Division of Higher Education

**T**HE THIRD ANNIVERSARY of the Universal Declaration of Human Rights will be widely observed on December 10 of this year. Since its adoption by the General Assembly of the United Nations in Paris 3 years ago without a dissenting vote, the Declaration has exerted a profound influence on human affairs. It has affected the acts and decisions of governments and the thought and actions of private organizations, groups, and individuals throughout the world.

There is an important difference between the Universal Declaration, which we and over 50 other nations have approved as setting standards of right conduct for us all, and the proposed International Covenant on Human Rights, which would embody a few specific rights in treaty form. The Declaration is merely a statement of universally accepted principles; it is not a treaty, and creates no binding legal obligations. The provisions of the Covenant are still being drafted and debated in the United Nations Commission on Human Rights; when completed and adopted it would establish precise legal obligations for any government ratifying it. The drafting of the Covenant therefore raises controversial technical questions of law and policy which are not involved at all in our acceptance and support of the broad principles of the Universal Declaration of Human Rights.

The Declaration is the voice of the world community, setting high goals for all nations—the first step toward an international Bill of Rights. In spite of its lack of compulsory legal force, it has influenced directly the new constitutions of Costa Rica, El Salvador, Haiti, Indonesia, and Syria.

"The simple faith, the unshakable conviction they [our colonial forebears] held in man's individual rights and his equality before the law and God, is the most priceless jewel in all the vast spiritual and material heritage these men and women bequeathed to us. We cannot afford to lose their sharp sense of basic values."—Dwight D. Eisenhower, Commencement address of June 1, 1949, Columbia University.

It has been invoked in the sessions of the United Nations in reaching decisions affecting the lives of millions of people, and has become a principal theme in the efforts of UNESCO to raise the educational, scientific, and cultural standards of the world. Its influence has been reflected in projected legislation in Canada, Sweden, and the Federal Republic of Germany, and it has been cited by high courts in many lands in rendering vital decisions concerning human rights.

For us in the United States, the Declaration is of special significance, since it represents universal recognition by peoples in all parts of the world of principles we have long cherished as the very essence of the American tradition. The Bill of Rights of the United States Constitution, and similar guarantees written into the constitutions of each of our States, marked important milestones in the achievement of human liberty. Teachers in this country may therefore want to use the observance of Human Rights Day as a means of focussing attention on our own responsibility to respect the rights of others. They may want to emphasize the importance of the historic

role of the United States in proving to the world that a great nation can be built on the principle that the power of the government is not unlimited, that governmental authority must be constantly responsible to the people, and that rights guaranteed to all imply the responsibility of each to respect the rights of others.

Human rights cannot be hoarded; if we are to keep them for ourselves we must extend them to others. Even in these days of apparent totalitarian menace the bounds of the free world are not shrinking—freedom is still on the march, as is clearly demonstrated by the powerful impact of the Universal Declaration of Human Rights in many lands. In the words of Carlos Romulo, "to the roll of historic declarations of the rights of man, the U. N. now adds the most comprehensive document of all, the first in history to define from a truly universal standpoint the basic rights and fundamental freedoms to which all men everywhere are entitled."

The Norwegian Association for the United Nations has sponsored the preparation of a children's version of the Universal Declaration, attempting to express the spirit of the Declaration in language all children can understand. Here is the opening:

"There are many who care little about the rights of others to live their own lives. Both children and adults can be unreasonable and be a nuisance to each other. It can also happen that people attack each other and are cruel to each other, and time after time mankind has suffered dreadful wars.

"But most of us would rather live in a world where we could all say and believe

what we wanted, and where no one would be afraid or in need. We would like to have justice and peace all over the world.

"The members of the United Nations have, therefore, promised to do everything they can so that we may all enjoy such a life, whether we be children or adults. And so we all must know what rights we have when we are together with others.

"The United Nations has adopted a Declaration on our Rights and has sent it all over the world. This has been done so that each and every one of us may help the United Nations to see that what is said in the Declaration is really carried out. In this way we also can play our part in safeguarding freedom and building a good world for ourselves and others."

"Freedom means the supremacy of human rights everywhere. Our support goes to those who struggle to gain those rights and keep them."—Franklin D. Roosevelt, Speech of January 6, 1941.

There are some excellent materials now available to help make the Universal Declaration of Human Rights meaningful to the young people in American schools. One of the most valuable is the compendium of documents compiled by the Division of Historical Research of the Department of State, *Human Rights: Unfolding of the American Tradition* (available now at 45 cents a copy from the Superintendent of Documents, Government Printing Office, Washington 25, D. C.). It contains the texts of the great historic documents concerning the rights of man as a human being, beginning with Magna Carta in 1215, and including such American landmarks as the Maryland Toleration Act of 1649, the Pennsylvania Charter of Privileges, 1761, the Virginia Declaration of Rights, 1776, the Virginia Statute of Religious Liberty, 1786, the Northwest Ordinance, 1787, the Texas Declaration of Rights, 1836, and of course the Declaration of Independence, the Constitution of the United States, the Emancipation Proclamation of 1863, and finally the Universal Declaration of 1948. This pamphlet includes also many quotable statements from great men of this and other lands, which might be used in dramatizing the significance of Human Rights Day.

The Office of Education has just published a useful bulletin, *How Children Learn About Human Rights*, by Wilhelmina

Hill and Helen Mackintosh (Bulletin 1951, No. 9, 15 cents from the Superintendent of Documents). This bulletin suggests ways to develop in children an understanding of their privileges and their responsibilities, gives examples of what some schools are doing, and lists sources of materials.

An elaborate *Human Rights Exhibition Album* prepared by UNESCO may be purchased for \$3 plus postage from the International Documents Service, Columbia University Press, 2960 Broadway, New York 27, N. Y. It includes 110 illustrated sheets (12" by 19"), with explanatory captions printed on separate sheets and numbered to fit the pictures, and a useful 35-page brochure, *A Short History of Human Rights*. The pictures could be used to set up a variety of exhibits in the individual classroom and for the whole school. A new pamphlet, *The Impact of the Universal Declaration*, just published by the United Nations Department of Social Affairs (25 cents from the International Documents Service), gives a useful survey of the worldwide influence of the Declaration.

The UNESCO Relations Staff of the Department of State (Washington 25, D. C.)

will have for free distribution a new leaflet, *Human Rights Day*, containing the text of the Declaration and suggestions for observance of the day; also posters, a reprint of the chapter on human rights in the *UNESCO Story*, a 14-minute dramatic skit, *Our Children's Home*, and information about available film strips on human rights. UNESCO has produced six such films strips, *Milestones*, *Abolition of Slavery*, *Emancipation of Women*, *Freedom of Thought*, *Right to Education*, and *Arts and Life*, and is working on two more, dealing with special aspects of the right to education.

There is a good illustrated account of the effort to guarantee basic rights in the Headline Series pamphlet, *Freedom's Charter* (Foreign Policy Association, 22 East 38th Street, New York 16, N. Y.; 1949, 35 cents). The National Council for the Social Studies prepared a resource pamphlet suggesting teaching activities: *America's Stake in Human Rights* (1201 Sixteenth Street NW., Washington 6, D. C.; 1949, 25 cents). And there is a helpful discussion guide prepared by the UN Department of Public Information, *Our Rights as Human Beings* (International Documents Service, 15 cents).



Schools and individual teachers need to find a place in their crowded programs for emphasis on rights and responsibilities of individuals that will also point up the importance of the Universal Declaration of Human Rights. Here a 6th grade class in Minneapolis, Minn., learns about Human Rights.



# ☆☆☆ Education for the Nation's Defense—XI ☆☆☆

FROM the Office of Education, two Defense Information Bulletins dealt with recent developments concerning the allotment of critical materials for education construction.

## Allotment of Critical Materials for Education Construction in the First Quarter of 1952

On October 12, DPA Administrator Manly Fleischmann announced allocations of steel, copper, and aluminum under CMP for the first quarter of 1952. The U. S. Office of Education, Federal Security Agency, as claimant agency for schools, colleges, and libraries, will have available 96,296 tons of steel toward meeting first quarter 1952 program requirements, which were established last August as totaling 192,613. These requirements have since increased to 255,400 tons partly because of postponement of requested fourth quarter 1951 new construction projects.

There follows a statement of priorities for education construction which will indicate the several priority categories into which applications have been or will be placed by the Office of Education. It is hoped that steel allocations will permit meeting needs in categories 1 to 6, inclusive.

## Priorities for Education Construction

\*1. Continuation of authorized construction of projects needed for important national defense installations or because of clear and direct national defense relationship; e. g. elementary and secondary schools in areas certified as critical housing areas under the Defense Production Act, research laboratories in higher education institutions for atomic energy research projects.

2. Authorization to commence construction in current or subsequent quarters of projects needed for important national defense installations or because of clear and direct national defense relationship; e. g. (same as No. 1).

\*3. Continuation of authorized construc-

tion of projects to replace elementary and secondary schools, colleges, and libraries destroyed by calamity; e. g. flood damage in Nebraska, Kansas, Missouri, and Oklahoma.

4. Authorization to commence construction in current or subsequent quarters of projects to replace schools, colleges, and libraries destroyed by calamity; e. g. (same as No. 3).

\*5. Continuation of authorized construction of projects to relieve overcrowding, arranged approximately in order of degree of overcrowding; e. g. elementary or secondary schools in which children are on double session, or for which a court has ordered equalization of facilities, or to replace facilities condemned by competent authority as unsafe, or projects for which construction has been approved under Public Law 815 or Public Law 475.

\*6. Continuation of authorized construction of projects to improve instruction and operation efficiency or to reduce the financial burden on the community; e. g. college science buildings, consolidated rural schools.

7. Authorization to commence construction in current or subsequent quarters of projects to relieve overcrowding, arranged approximately in order of degree of overcrowding; e. g. (same as No. 5).

8. Authorization to commence construction in current or subsequent quarters of projects to improve instruction and operation efficiency or to reduce the financial burden on the community; e. g. (same as No. 6).

## Congressional Action on Critical Materials for Education Construction

On Thursday, October 18, the Senate, by voice vote, passed Resolution No. 225 entitled "Resolution favoring increased allocations of steel, copper, and aluminum for construction of schools and hospitals." Senator Humphrey, with Senator Knowland and Senator Moody as cosponsors, introduced the resolution. Senator Salton-

stall offered amendments which were accepted by Senator Humphrey. On the next day, the same resolution, with the exception of minor changes in wording, was introduced as House Res. 474 by Representative Bailey and passed by unanimous consent of the House of Representatives.

The text of the House resolution is as follows:

"Whereas amounts of steel, copper, and aluminum have not been allocated in sufficient quantity or otherwise made available for the construction of educational and hospital facilities; and

"Whereas the education and health of the American people is vital to the strength of this Nation; and

"Whereas the education and health of the American people has a direct relationship to our military strength and economic productivity; and

"Whereas there is a demonstrated need for additional schools and hospitals, and for expansion of existing schools and hospitals; and

"Whereas an adequate and dependable supply of steel, aluminum, and copper are critical items in the programs to alleviate existing school and hospital inadequacies: Now, therefore, be it

"Resolved, That it is the sense of the House of Representatives that the National Production Authority and the Defense Production Administration should reconsider its allotments of steel, copper, and aluminum in such manner as to provide a greater quantity of such metals and products fabricated from such metals for the construction of and additions to schools and hospitals as may be required better to protect the educational and health standards of the people of the United States."

\* Projects in these categories which are covered by rating issued on Form 13 represent a prior lien upon the critical materials allotted to the U. S. Office of Education for construction of schools, colleges, and libraries. Unless unforeseen emergencies should sharply reduce allotments, construction schedules already approved will be carried through to completion.

## Subcommittee Hearings

During the course of the week of October 16 to 19 a special Subcommittee of the House Education and Labor Committee on allotments of scarce material for school construction, composed of Representative Cleveland M. Bailey, Chairman; Representative Thruston B. Morton; and Representative Boyd Tackett held hearings on the shortage of steel and other critical metals for school construction. Chairman Graham A. Barden of the House Education and Labor Committee had appointed a special Subcommittee as early as February 5 to "investigate the possibility of having priorities granted on materials for school construction."

In opening the hearings Representative Bailey commented on the "Nation-wide concern that in the all-out national defense effort now under way, the basic and essential needs of our schools are being neglected."

During the testimony approximately one-half of the members of the House of Representatives requested either an opportunity to file a statement or to appear before the Subcommittee on behalf of the schools. Educators, school board representatives, architects, and others gave testimony to the critical nature of the school construction situation today.

At the conclusions of the hearings, the last witness, Mr. Manly Fleischmann, promised Representative Bailey, Chairman of the Subcommittee, that he would immediately start a review of steel allocations for schools for the first quarter of 1952. Mr. Fleischmann stated that although he regarded the Congressional request for more steel for schools to be in the nature of a "directive" he was unable to promise that he could provide more steel for schools without an opportunity to review all the other programs.

A limited quantity of the printed transcripts of the hearings conducted by Representative Bailey should be available from that Committee. Requests should be addressed to Mr. Fred G. Hussey, Chief Clerk, Education and Labor Committee, House of Representatives, Room 429, House Office Building.

At the Subcommittee hearings, U. S. Commissioner of Education Earl J. McGrath discussed the inadequacy of steel and other basic materials for educational purposes under the Controlled Materials Plan of the

Defense Production Administration. Dr. McGrath said:

"The first quarter of 1952 is particularly critical for school construction because postponement during the months of January to March will mean the loss not merely of those months, but of an entire school year. The buildings must go forward now if they are to be ready for occupancy in the fall of 1952. Deferral of new starts in the first quarter of 1952 means, in many cases, deferral of occupancy until the school year beginning September 1953.

"This deferral of education construction is not in the national interest. This is not a judgment of educators alone. The President of the United States has repeatedly pointed to the need for maintaining the efficiency of the schools at a high level, both for reasons of military security and as essen-

tial to the preserving of our democratic institutions.

"The Director of Defense Mobilization, Charles E. Wilson, in his first quarterly report to the President, on April 1, 1951, also emphasized that 'we must maintain our basic standards of education and health, so as to develop our manpower resources over the long run.'

"To develop these manpower resources over the long run, we cannot continue to postpone schoolhouse construction. Our schools are still struggling desperately to recover from the effects of a 20-year lag in new school construction—a lag which had its origin in the depression of the 30's and was further intensified by the shortage of labor and materials during World War II. To say that when the Nation's steel capacity catches up with the demand, we

Send your associates and friends  
a "Christmas card" they'll remember—



## SCHOOL LIFE

What could be more appropriate and practical than to give to those close to you in the field of education—as a Christmas remembrance—a year's subscription to SCHOOL LIFE? SCHOOL LIFE will notify recipients that *you* are the donor, and it will remind them of you *every month!*

### MAIL TODAY

Publications Service, Office of Education, Federal Security Agency, Washington 25, D. C.:  
Enclosed is \$1.25 for each 1-year subscription. Please send SCHOOL LIFE to:

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shall be able to resume our school construction is to miss the issue. The point is that the present generation of children must have a sound education now or not at all. You can't put children into educational cold storage 'for the duration' and later put them in an educational hothouse.

"In the effort to conserve steel and to get the best use of such material as is available, we are working with the architects, contractors, and the school and college authorities to curtail the amount of steel specified for each individual project. By revising blueprints and substituting other noncritical materials, a very substantial amount of steel can be saved. Already we are seeing the results of this effort.

"The right of every boy and girl to an education is one of the great heritages of our democratic tradition. We cannot short-change them on this heritage. Granted every possible consideration for military defense needs, we must hold constantly in mind that what we are defending is democracy and the essential freedoms of the individual. And only as our schools flourish can these freedoms be maintained."

In a later statement Mr. Fleischmann said:

"The problem of providing sufficient construction materials for elementary and secondary school facilities urgently needed to house our school children has been given intensive study in the programming operation . . .

"The problem of providing sufficient construction materials, the Department of Defense will take for its allotment in the first quarter some 50% of the country's total production of brass and aluminum, and very substantial tonnages of carbon steel, including structural shapes. In addition, it is necessary to meet the steel requirements for the steel and aluminum programs which, as they are brought into completion, will materially alleviate the shortages now facing us . . .

"In no instance has it been possible to give any program, including the military, the full amounts of controlled materials which they are firmly convinced are necessary to do the things that must be done . . ."

## FILM LIBRARIES

*A Directory of 2002 16mm Film Libraries* is a list of sources from which 16mm films can be borrowed or rented. It includes libraries which handle entertainment films and those which handle instructional films, libraries which have only one film and libraries which have thousands of films. The directory includes also com-

## Point IV Opportunities for Educators

The Office of Education is building up a roster of well-qualified candidates from which to select specialists in education for overseas assignments.

At present, recruitment is in progress for Thailand, Burma, Indonesia, and Iran. In the near future, other countries in the Near East will, no doubt, request assistance under this program.

The fields of interest include: Vocational education, especially vocational agriculture; business administration; industrial arts; educational methods and teacher training; engineering; science; rural, elementary, and adult education; and education of the illiterate.

A college degree and at least 3 years of satisfactory teaching experience are required for qualifying for the lower category positions. More years of experience and at a higher level are required for positions in the higher categories. Since this is a teacher-education program, it is desirable that candidates have some teaching experience at the college level. Because of transportation and housing problems, preference is given to candidates who will not find it necessary to take more than three dependents.

Contracts cover a 2-year period, and the salaries, including allowances, range from \$6,600 to \$12,000; the latter salary is that of the Chief of Party. Transportation is provided for the immediate family.

Security checks are made in all cases and take a minimum of 3 months to complete. Candidates are also required to pass a rigid medical examination before being assigned to duty, and go through an orientation course of about 3 weeks' duration before going overseas.

Dr. Paul E. Smith, Director, International Educational Programs, Office of Education, Federal Security Agency, Washington 25, D. C., is in charge of recruitment for the Point IV Program.

mercial dealers, colleges and universities, city and State school systems, public libraries, industrial companies and trade associations, labor unions, civic groups, religious institutions, and Government agencies. For sale by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. 30 cents.

## INTERCULTURAL COMMUNICATION

(Continued from page 37)

"Oh, then democracy is not just that everyone has a right to do what he pleases?"

"Certainly not! It is a delicately balanced and dynamic relationship between the rights of the individual and the rights of the community, a relationship in which the individual has responsibilities as well as rights, and also the community."

When the need for understanding in all human relations is so great, when the cost of failing to achieve it in international relations is so terribly high, any experience that suggests a way of improving communication between people has special significance. The simple conference procedures used at Hiddesen are equally applicable in any situation where small groups of people can meet in an atmosphere of mutual respect and friendliness to work out problems which seem important to them. Why is this not a promising pattern for problem-solving in any school or community?

## COOPERATION IN COFFEYVILLE

(Continued from page 34)

not a master teacher; his responsibility is to aid in the selection of the highest type of employee and then to help him become a more effective teacher and staff member. Consequently, supervision is accomplished through cooperative efforts rather than inspection. The responsibility of the principal is to contrive good rapport. He sees little worth in administrative practices that can be defended merely by custom, accretion, or tradition. Constructive criticism on the part of teachers is always sincerely welcomed. Staff members are expected to assume responsibility and to discharge it. Once responsibility is delegated, they may expect to see it through.

It is now over a year since my visit to Coffeyville, and the intervening time has clarified first reactions. A school system with practically no teacher turn-over in the 5 years from 1945-50 must have done something to cause such a condition. "Cooperation in Coffeyville" is mainly a story of good staff relationships, for as social research has shown, how people feel about the importance of their jobs and the jobs of those with whom they work generally determines their productivity.

(Mr. Klotz is now Superintendent of Schools in Coffeyville, Mr. Osterberg having moved to a similar position in Salina, Kans.)

## New Books and Pamphlets

Susan O. Futterer, Associate Librarian, Federal Security Agency Library

*Practical Nurses in Nursing Services.* Prepared by the Joint Committee on Practical Nurses and Auxiliary Workers in Nursing Services. New York, 1951. 52 p. \$0.50. (Address: Joint Committee on Practical Nurses and Auxiliary Workers in Nursing Services, 2 Park Avenue, New York 16, N. Y.)

*Followup Study of High School Graduates and Drop Outs.* Pittsburgh, Pa., Board of Public Education, 1950, p. 51-85. (*Pittsburgh Schools*, vol. 25, No. 2, Nov.-Dec. 1950.)

*The Task of Citizenship Education.* Hartford, Conn., State Department of Education, 1951. 37 p. Illus. (Bulletin 50.)

*Discipline For Freedom.* Articles from September 1950 and January 1951 issues of *Childhood Education*. Washington, D. C., Association for Childhood Education International, 1951. 40 p. Illus. (Reprint Service Bulletin No. 23.) \$0.50.

*Take a Look at Home Economics.* Prepared by The Home Economics Staff under the direction of A. E. Robinson, Director, Vocational Education. Baton Rouge, La., State Superintendent of Education, 1951. 27 p. Illus. (Bulletin No. 721.)

*How Can We Help Get Better Schools?* New York, National Citizens Commission for the Public Schools (2 West Forty-fifth Street) 1951. 55 p. Illus.

*Public Schools A Top Priority.* By Educational Policies Commission. Washington, D. C., National Education Association of the United States and the American Association of School Administrators, 1951. 15 p. \$0.15.

*Citizens and Educational Policies.* By Educational Policies Commission. Washington, D. C., National Education Association of the United States and the American Association of School Administrators, 1951. 19 p. \$0.15.

*Community Uses of Public School Facilities.* By Harold H. Punke. New York, King's Crown Press, Columbia University, 1951. 247 p. \$3.75.

*Philadelphia's Public Schools—An Appraisal and a Program.* Based on a 178-Page Report to the Greater Philadelphia Movement. Prepared by Dr. N. L. Englehardt, Dr. Edward B. Shils, and Dr. John W. Studebaker. Philadelphia, Greater Philadelphia Movement, 1951. 31 p.

## Recent Theses in Education

Ruth G. Strawbridge, Bibliographer, Federal Security Agency Library

THESE THESES are on file in the Federal Security Agency Library, where they are available for interlibrary loan.

*Appraisal of the Programs of Academic Specialization of Utah's High School Teachers.* By Don A. Orton. Doctor's, 1950. Harvard University. 334 p. ms.

*Church-State Relationships in Education in the State of New York.* By Rev. Edward M. Connors. Doctor's, 1950. Catholic University of America. 187 p.

*History of Schools for Negroes in the District of Columbia, 1807-1947.* By Lillian G. Dabney. Doctor's, 1949. Catholic University of America. 287 p.

*Construction and Evaluation of a Test of Critical Thinking in Emotional Situations.* By James F. Baker. Doctor's, 1950. Boston University. 70 p. ms.

*Trends in Schoolhouse Lighting.* By John F. Winkle. Master's, 1949. University of Cincinnati. 133 p. ms.

*Mathematical Backgrounds, Skills and Operations Prerequisite to SP and CAF Positions in Civil Service.* By Dale A. Duvall and Vernon W. Heffern. Master's, 1949. Boston University. 138 p. ms.

*On Teaching Natural Resource Conservation Through Biology in Massachusetts High Schools.* By George T. Davis. Doctor's, 1950. Harvard University. 277 p. ms.

*Philosophic Foundations for Industrial Democracy With Implications for Education.* By Helen J. Keily. Doctor's, 1951. Harvard University. 253 p. ms.

*Protestant Leadership Education Schools.* By Floy S. Hyde. Doctor's, 1950. Teachers College, Columbia University. 164 p.

*Standards for the Education and Certification of Certain School Administrative Personnel.* By John A. Storm. Master's, 1949. Syracuse University. 163 p. ms.

*State Administration and Supervision of Safety Education in the United States.* By Earl E. Clarke. Doctor's, 1949. New York University. 168 p. ms.

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